

## Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

### Contents:

1. Course Description
2. Course Objective
3. Required and Supplemental Texts
4. Grading
5. Attendance and Participation
6. Perusal
7. Writing Assignments
- a. First Paper
- b. Final Paper
8. Intellectual Honesty/Plagiarism
9. Respectful Discourse and Conduct
10. Accessibility Statement
11. Course Schedule

### 1. Course Description:

In this class, we will explore the relationship between political protest, ideology, and the struggle for abolition in America exemplified by the refrain, “Defund the Police!” To do so, we will look in a sustained way at the national political protest events of the summer of 2020 sparked by the extra-judicial police killing of George Floyd. In the process, we will consider the dynamics of political protest as it interacts with and affects the conduct of law enforcement, criminal justice, and legislative processes; legacy and social media networks; public opinion formation and issue evolution; the behavior of elected representatives; and the self-perception of participants. Discussion will include consideration of topics such as white supremacy, police brutality, and state abandonment, as well as the role of protest in transitioning from punitive, carceral justice to a legal regime of reparative, transformative justice that realizes multi-racial democracy in America.

### 2. Course Objectives:

Completion of this course will provide an introduction to abolitionist anti-racist theory and political protest practice. In so doing, it will equip students with a theoretical and conceptual basis for analyzing the role of abolitionist discourse in American racial justice protest politics. It will also provide a survey of common social science mixed-methodological approaches to the study of political protest movements. Completion will also grant a sustained reflection on a recent, yet world-historic event of political protest for racial justice under conditions of neoliberal austerity governance in a way that amplifies what is distinctive about contentious political action in late-modernity while still accenting continuities with prior historical examples of social movement insurgency, such as the Civil Rights Movement and student anti-war movement. Finally, skills such as critical reading, analytical writing, and collaborative discussion will be reinforced and expanded.

### 3. Required Texts:

All required readings and materials are available on Moodle.

### *Optional Resources:*

“Democracy Now!” [www.DemocracyNow.Org](http://www.DemocracyNow.Org). Weekday 8am live broadcast, archived by 9am.

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

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Office Hours: 12.30 – 2.00

4. Grading:

Attendance & Class Participation: 25%.

Final Paper: 30% (see below for details).

Perusall: 25% (see below for details).

First Paper: 20% (see below for details).

5. Attendance and Class Participation:

This class will be a discussion-driven exploration of our topics of study. Your attendance and participation is essential to the success of this experiment in learning.

Attendance means being present with your camera on, in a quiet, well-lit room, ready to verbally communicate. If, for some reason, you are unable to be present with your camera on, ready to verbally communicate, you must contact me in advance of class to explain why. If you are not able to be present with your camera on, ready to verbally communicate, this class may not be right for you.

Because of the importance of attendance, absences will be excused only in documented cases of illness, personal emergency, or religious observance. I expect *prior notification* of your absence (via email), and reserve the right to request documentation. After the second unexcused absence, each additional unexcused absence will result in a deduction of 1/3 grade point of your participation grade (A+ => A, A => A-).

Participation means verbal contributions to class discussion that refers us to a passage in the text, a concept or idea that is under discussion, and/or a question regarding the aforementioned. Zoom chat is not a place to conduct class discussion. You are expected to participate every class.

6. Perusall:

This class is a reading-intensive course where you are expected to come to class prepared to discuss the materials assigned for that class. Perusall is a tool that grades your reading and annotation of the assigned texts. You are graded on metrics that include length of time in the document, how many pages of the assigned text you read, how many annotations (underlines, comments) you make on the text, and whether or not you respond to the annotations of your peers. You are allowed to miss three (3) of the assigned readings before it negatively impacts your grade. For every missed reading after the three (3) excused missed readings, your grade will be deducted one 1/3 of a grade (A+ => A, A => A-) from the Perusall percentage of your overall grade.

7 (a). First Paper—Critical Reconstruction of an Argument:

The first written assignment will be 750 – 1000 words in length (approximately 3-4 double-spaced, 12 point, Times New Roman font, **margins justified** pages). Papers either over or under this range will not receive full consideration. The goal of this essay is to reconstruct an argument encountered in the readings on ideology and to conclude with a critical evaluation of the argument thus reconstructed. The format of this essay is 75% reconstruction, 25% critical evaluation. To explain

Political Protest & Ideology: Abolition

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Office Hours: 12.30 – 2.00

the argument here means to reconstruct the argument by clearly stating in your own words its explicit and implicit premises and conclusions. To evaluate the argument means to assess the validity of its premises as well as whether the conclusions follow from its premises. Specific paper prompts will be released in advance.

7 (b). Final Paper—Critical Construction of an Original Argument:

The objective of the final paper assignment is to provide students with the opportunity to conduct original research about an event of political protest of their choosing using the resources provided by the course. The final written assignment will 1750 – 2250 words in length (approximately 7 – 9 double-spaced, 12 point, Times New Roman font, and **margins justified** pages. Papers either over or under this range will not receive full consideration. The goal of this essay is to critically construct an original argument informed by engagement with readings in the class. Specific paper prompts will be released in advance.

8. Intellectual Honesty/Plagiarism:

Simply: *do not* plagiarize. If there are any questions whatsoever about the proper way to cite a source, please consult me, or refer to Charles Lipson's *How to Do Honest Work in College* (2004). Plagiarism will lead to automatic failure of the course and will be referred to the College administration for additional sanction.

9. Unwavering Expectations for Respectful Discourse and Conduct:

Under no circumstances will disrespectful discourse or conduct be welcome in our classroom. We will treat one another with respect, patience, and understanding. Learning inherently involves the risk of allowing knowledge to change your life, and this requires courage. We will all exercise an unwavering commitment to encouraging one another in this process.

10. Accessibility Statement:

The Office of Disability Resources collaborates directly with students who identify documented disabilities to create accommodation plans, including testing accommodations, in order for students to access course content and validly demonstrate learning.

For those students who may require accommodations, please contact the Office of Disability Resources as soon as possible, 914-251-6035, ODR@purchase.edu (Student Services Building, #316A), [www.purchase.edu/odr](http://www.purchase.edu/odr).

11. Schedule:

*See Below*

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

Week One:

Topic: Ideology – White Supremacy

Reading:

Tuesday, February 2, 2021

- James Baldwin. “On Being White and Other Lies.”
- Marcus A. Brooks (2020) “It’s okay to be White: laundering White supremacy through a colorblind victimized White race-consciousness raising campaign,” *Sociological Spectrum*, 40:6, 400-416, DOI: 10.1080/02732173.2020.1812456
- "Rebranding White Nationalism: Inside Richard Spencer's Alt-Right," *The Atlantic*. Dec. 15, 2016.
  - o [https://www.youtube.com/watch?v=kVeZ0\\_Lhazw](https://www.youtube.com/watch?v=kVeZ0_Lhazw)

Friday, February 5, 2021

- Lisa Guenther, “Seeing Like a Cop: A Critical Phenomenology of Whiteness as Property” in *Race as Phenomena*, (2019).
- “How George Floyd Was Killed in Police Custody,” *The New York Times*.
  - o <https://www.youtube.com/watch?v=vksEJR9EPQ8&bpctr=1611959908>
- “Video shows fatal Brunswick shooting of Ahmaud Arbery,” *Atlanta Journal-Constitution*.
  - o <https://www.youtube.com/watch?v=fIve50vSeLQ>
- “How the Police Killed Breonna Taylor | Visual Investigations,” *The New York Times*, Dec. 28, 2020.
  - o <https://www.youtube.com/watch?v=IDaNU7yDnsc>
    - “Police,” *Last Week Tonight*, HBO. Jun. 8, 2020.
      - <https://www.youtube.com/watch?v=Wf4cea5oObY>
    - "The End of Policing: Alex Vitale on How Cops & Their Unions Cover Up Inequality, Exploitation." *Democracy Now!* June, 08, 2020.
      - [https://www.democracynow.org/2020/6/8/alex\\_vitale\\_end\\_of\\_policing](https://www.democracynow.org/2020/6/8/alex_vitale_end_of_policing)

Week Two:

Topic: Ideology – Abolition Democracy

Reading:

Tuesday, February 9, 2021

- Audre Lorde, “On the Uses of Anger,” in *Sister Outsider*.
- President Johnson Blocks Fannie Lou Hamer’s 1964 DNC Testimony
  - o <https://youtu.be/07PwNVCZCcY>
- Fannie Lou Hamer, Testimony to the Democratic National Committee, 1964.

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- [https://www.youtube.com/watch?v=KpIII09Lxe8&feature=emb\\_title](https://www.youtube.com/watch?v=KpIII09Lxe8&feature=emb_title)
- “How Can We Win?” Kimberly Jones.
  - [https://www.youtube.com/watch?v=sb9\\_qGOa9Go](https://www.youtube.com/watch?v=sb9_qGOa9Go)

Friday, February 12, 2021:

- Olson, Joel. *The Abolition of White Democracy*, Chapter Five, “The Abolition-Democracy,” pp. 125 – 145.
- Malcolm X. “Democracy is Hypocrisy.”
  - <https://www.youtube.com/watch?v=GgOIgtU1bu0>

Week Three:

Topic: Political Process Model of Studying Protest:

Reading:

Tuesday, February 16, 2021:

- McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970*, Ch. 1- 2.

Friday, February 19, 2021:

- McAdam, Doug. *Political Process and the Development of Black Insurgency, 1930-1970*, Ch. 3 - 4.
- "What's Next: Activism and Social Justice in the Aftermath of the Trump Presidency," *Mobilizing Ideas*. Jan. 19, 2021.
  - [https://www.youtube.com/watch?v=jkuTpbqFBFs&feature=emb\\_title](https://www.youtube.com/watch?v=jkuTpbqFBFs&feature=emb_title)

Week Four:

Topic: Naming the “We” of Protest

Reading:

Tuesday, February 23, 2021:

- Butler, Judith, *Notes Toward a Performative Theory of Assembly*, Ch. 5. “‘We, the People’: Thoughts on Freedom of Assembly.” (pp. 155 – 192).
- Lamar, Kendrick. *To Pimp a Butterfly*, “Alright”. (2015).
  - [https://www.youtube.com/watch?v=Z-48u\\_uWMHY](https://www.youtube.com/watch?v=Z-48u_uWMHY)
- "I Believe That We Will Win," Aflocentric & Fresco Steez (2018). *The Black Joy Experience*.
  - [https://www.youtube.com/watch?v=-779REQbpfo&list=OLAK5uy\\_lez19a\\_sSVUNmuQO4WUSEkGIHRkHoiI3E&index=8](https://www.youtube.com/watch?v=-779REQbpfo&list=OLAK5uy_lez19a_sSVUNmuQO4WUSEkGIHRkHoiI3E&index=8)
- “Thousands March for Black Transgender Lives,” *The New York Times*. June 14, 2020.

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- <https://www.nytimes.com/video/us/politics/100000007191144/black-trans-lives-matter-march-brooklyn.html>

Friday, February 26, 2021:

- Olson, Joel. "Friends and Enemies, Slaves and Masters: Fanaticism, Wendell Phillips, and the Limits of Democratic Theory." *The Journal of Politics* 71, no. 1 (2009): 82-95. Accessed January 11, 2021. doi:10.1017/s0022381608090063.
  - "Assata's Chant (It is our duty to fight for our freedom)," *Baltimore BLOC*. Apr. 30, 2015.
    - <https://www.youtube.com/watch?v=cLAQ15b5oEI>
  - "Following Their Lead: Youth In Action: Assata's Daughters," *Brave New Films* (2019).
    - <https://www.youtube.com/watch?v=lCnzpTetbG0>
- The Movement for Black Lives. *About Us*. <https://m4bl.org/about-us/>
  - "The Black National Convention 2020," The Movement for Black Lives. Aug. 28, 2020. Watch from 2.00.00 – 4.59.59.
    - <https://www.youtube.com/watch?v=Zv70-0mgjM&t=9s>

**Week Five: Paper Topics Out**

Topic: Dynamics of Contentious Political Action

Reading:

Tuesday, March 2, 2021: **Guest Lecture, "Noise as a Political Protest Tactic," Joseph Sannicandro, Ph.D. Candidate, Cultural Studies and Comparative Literature, The University of Minnesota, Minneapolis.**

- Taylor, Verta and Nella Van Dyke. "'Get Up, Stand Up': Tactical Repertoires of Social Movements," *The Blackwell Companion to Social Movements* Edited by David A. Snow, Sarah A. Soule, Hanspeter Kriesi (Oxford: Blackwell Publishing Ltd, 2004), Ch. 12 (pp. 262 – 292).
  - "'Shut It Down!' Inside a Black Lives Matter Protest in NYC," *Inside Edition*, Jun. 15. 2020.
    - <https://www.youtube.com/watch?v=xYDDLrFaOEo>
  - Sannicandro, Joseph. "Music for an Insurrection." Jun. 2020. Soundcloud.com
    - <https://soundcloud.com/acloserlisten/joseph-sannicandro-presents-music-for-insurrection-bonus>
  - "Liberation Chants at the Black Lives Matter Curriculum Fair," Jonathan Lykes, BYP100. Teaching for Change. Jan. 324, 2019.
    - <https://www.youtube.com/watch?v=9XiI8rXunbg>
  - *The Black Joy Experience*, 2021. YouTube playlist.

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- [https://youtube.com/playlist?list=OLAK5uy\\_lez19a\\_sSVUNmuQO4WUSEkGIHRkHoi13E](https://youtube.com/playlist?list=OLAK5uy_lez19a_sSVUNmuQO4WUSEkGIHRkHoi13E)

Friday, March 5, 2021:

- Delmas, Candice. “In Defense of Uncivil Disobedience,” in *A Duty to Resist: When Disobedience Should be Uncivil*. (Oxford: Oxford University Press, 2018).
  - *Optional*: Pineda, Erin. “Civil Disobedience, and What Else? Making Space for Uncivil Forms of Resistance,” *European Journal of Political Theory*. (2021) Vol 20. No. 1, pp. 157 – 164. <= an excellent review of Delmas’ full argument.
  - “Uncivil Disobedience,” *119*, Trash Talk (2012).
    - <https://www.youtube.com/watch?v=merPcepamng>

Week Six:

Topic: Emotions

Reading:

Tuesday, March 9, 2021:

- Sandlin, J. and Snaza, N. (2018), “‘It’s Called a Hustle, Sweetheart’: Black Lives Matter, the Police State, and the Politics of Colonizing Anger in *Zootopia*.” *The Journal of Popular Culture*, 51: 1190-1213. <https://doi.org/10.1111/jpcu.12714>
  - *Zootopia!* (2016), dir. Brian Howard, et al. Disney.
    - <https://www.disneyplus.com/movies/zootopia/1QOxldhm1sKg>  
(Disney+ login will be circulated in advance of class.)

Friday, March 12, 2021:

- Gould, Deborah B. “Political Despair,” in *Politics and the Emotions: The Affective Turn in Contemporary Political Studies*, ed. Paul Hoggett, Ch. 6 (pp. 95-114)
  - Wilderson III, Frank. “The Politics of Pessimism in an Anti-Black World,” Duke Franklin Humanities Institute, Nov. 11, 2020.
    - <https://www.youtube.com/watch?v=Tug7UWedzrw>
  - Rogers, Melvin. “Delany, Douglass, and the Danger of Political Pessimism,” Linfield University, Apr. 27, 2018.
    - <https://www.youtube.com/watch?v=84bw3hSu9Hw>

Week Seven: First Written Assignment Due Friday

Topic: Social Media Mobilization and Participation

Reading:

Tuesday, March 16, 2021:

- Castells, Manuel. (2012). *Networks of Outrage and Hope*, Ch. 7 and 8 (pp. 218-246)

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- "How #BlackLivesMatter and #MeToo Went From Hashtags to Movements," *Elle*. Mar. 12, 2018.
  - [https://www.youtube.com/watch?v=\\_omi9JgKnnw](https://www.youtube.com/watch?v=_omi9JgKnnw)

Friday, March 19, 2021:

- Mundt, Marcia, Karen Ross, and Charla M. Burnett. (2018). "Scaling Social Movements Through Social Media: The Case of Black Lives Matter," *Social Media + Society* (October).
  - "Teen activists mobilize massive Black Lives Matter protest through social media," *ABC News*. Jun 22, 2020.
    - <https://www.youtube.com/watch?v=AljeDhS1QqA>

Week Eight

Topic: Social Media Participation and Mobilization

Reading:

Tuesday, March 23, 2021: **No Class, Watch Recorded Lecture on Digital Ethnography**

- Bonilla, Y. and Rosa, J. (2015), "#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist*, 42: 4-17.
- Unicorn Riot video archive.
  - <https://unicornriot.ninja/2020/george-floyd-uprising-in-minneapolis-saint-paul-the-first-two-weeks/>

Friday, March 26, 2021:

- Martini, Michele. "Online Distant Witnessing and Live-Streaming Activism: Emerging Differences in the Activation of Networked Publics." *New Media & Society* Vol. 20, no. 11 (November 2018): 4035–55.
- **OR** -
- Casas, Andreu, and Nora Webb Williams. "Images That Matter: Online Protests and the Mobilizing Role of Pictures." *Political Research Quarterly* 72, no. 2 (June 2019): 360–75. <https://doi.org/10.1177/1065912918786805>.
- Unicorn Riot archive
  - <https://unicornriot.ninja/2020/george-floyd-uprising-in-minneapolis-saint-paul-the-first-two-weeks/>

Week Nine:

Topic: Traditional Media Coverage.

Readings:

Tuesday, March 30, 2021:



Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- Gottlieb, Julian. "Protest News Framing Cycle: How The New York Times Covered Occupy Wall Street." *International Journal of Communication* Vol. 9 (2015, January): 1–23.
  - o "More Than 600 Protestors Arrested, Dozens Of NYPD Officers Injured As Protests Continue Across NYC," *NBC New York*. May 31, 2020.
    - <https://www.youtube.com/watch?v=WBpX-Jwnqcg>
  - o "Protests aren't what they look like on TV," *Vox*. Jun 5, 2020.
    - <https://www.youtube.com/watch?v=srnA3cNTsXQ>
  - o "Police Attack Reporters at Black Lives Matter Protests," *NowThis*. Jun 3, 2020.
    - <https://www.youtube.com/watch?v=IMfBIW0Pqvg>

Friday, April 2, 2021:

- Kligo, Danielle K. and Summer Howe. "Protests, Media Coverage, and a Hierarchy of Social Struggle," *The International Journal of Press and Politics* (2019: Vol. 24, no. 4), 508 – 530.
  - o "Tucker Carlson's racist attacks on Black Lives Matter in 2020," *Media Matters*, Jul. 13, 2020.
    - <https://www.youtube.com/watch?v=P9pswPDjUuM>
  - o "Tucker Carlson: BLM activists are "thugs," insurrectionists are merely protecting their rights," *Media Matters*. Jan. 7, 2021.
    - <https://www.youtube.com/watch?v=bINc0JCcw1E>

Week Ten:

Topic: Protest Violence

Reading:

Tuesday, April 6, 2021: *No Class, Watch Recorded Lecture on Maiming.*

- Kaske, Erika A., et. al. "Injuries from Less-Lethal Weapons during the George Floyd Protests in Minneapolis," *The New England Journal of Medicine*. January 13, 2021.
  - o "Meet Brandon Saenz: Dallas Protester Who Lost Eye After Police Shot Him with "Less Lethal" Projectile," *Democracy Now!* Jun. 23, 2020.
    - [https://www.democracynow.org/2020/6/23/brandon\\_saenz\\_dallas\\_police](https://www.democracynow.org/2020/6/23/brandon_saenz_dallas_police)

Friday, April 9, 2021:

- Osterweil, Vicky. "In Defense of Looting," *The New Inquiry*. Aug. 21, 2014.
- James M. Jasper & AK Thompson (2016) "Did Someone Say Riot? James M. Jasper in Conversation with AK Thompson," *Social Movement Studies*, 15:2, 216-230, DOI: 10.1080/14742837.2015.1131975

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- “Social Contract in America is Broken,” *The Daily Show*, May 29, 2020.
  - [https://www.youtube.com/watch?v=v4amCfVbA\\_c](https://www.youtube.com/watch?v=v4amCfVbA_c)
- "CNN reporter says 'zero' police presence as Minneapolis precinct burns," *CNN*. May 29, 2020.
  - <https://www.youtube.com/watch?v=505lAvIGCj0>
- More Than 300 Arrested After 3rd Night of Violent NYC Protests, *NBC New York*. May 31, 2020.
  - <https://www.youtube.com/watch?v=w587Xo9IqMs>
- "Atlanta protests give way to violence, chaos," *Atlanta Journal-Constitution*. May 30, 2020.
  - <https://www.youtube.com/watch?v=GZoCCK6UURk>
- "Center City Philadelphia Block Destroyed, Burning After Violent Protest," *NBC10 Philadelphia*. May 31, 2020.
  - [https://www.youtube.com/watch?v=dJ4\\_EYTGwUM](https://www.youtube.com/watch?v=dJ4_EYTGwUM)
- "Atlanta protesters burn a Wendy's after police shooting," *Reuters*. Jun. 14, 2020.
  - <https://www.youtube.com/watch?v=NUuMGhOCW7o>
- Black Lives Matter, Blue Lives Matter Protesters Square off in Brooklyn | *NBC New York*, Jul 13, 2020.
  - <https://www.youtube.com/watch?v=X941VNUGrII>
- "Jacob Blake protests: Fires light up Kenosha streets as protesters defy emergency curfew," *Global News*. Aug. 25, 2020.
  - <https://www.youtube.com/watch?v=z13weClxXDA>

Week Eleven

Topic: State Responses

Reading:

Tuesday, April 13, 2021:

- Harcourt, Bernard. *The Counterrevolution*, Ch. 7, 8, and 9 (pp. 108-50)
  - "Dominate the Battlespace," Sunyata Satchitananda. Jun. 9, 2020. *Youtube.com*
    - [https://www.youtube.com/watch?v=9V6wh\\_ZS45s](https://www.youtube.com/watch?v=9V6wh_ZS45s)
  - “40+ Police Brutality Videos Emerge during George Floyd Protests,” *The Verge*, May 31, 2020.
    - <https://www.youtube.com/watch?v=qp2b9Qo88UI>

Friday, April 16, 2021:

## Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- Neal, Andrew, Sven Opitz, and Chris Zebrowski. "Capturing Protest in Urban Environments: The 'Police Kettle' as a Territorial Strategy." *Environment & Planning D: Society & Space* (2019: Vol. 37, No. 6): 1045–63.
  - "USA: Police turn to "kettling" on peaceful protesters, arresting dozens in Brooklyn," *Ruptly*. Jun. 6, 2020.
    - <https://www.youtube.com/watch?v=6ThM66TgPvg>
  - "NYPD kettling, taunting and assaulting peaceful BLM protestors," Tim Young. *YouTube.com* Jun. 6, 2020.
    - <https://www.youtube.com/watch?v=-NGrwcuerB8>
  - "Caught in the 'kettle:' The inside story of Swann Street," *WUSA9*. Aug. 27, 2020.
    - [https://www.youtube.com/watch?v=\\_kEN\\_LPq42E](https://www.youtube.com/watch?v=_kEN_LPq42E)
  - "Mass arrests by NYPD get brutal at FTP4 Black Lives Matter protest in The Bronx," *Issa Khari Photography*. Jun. 5, 2020. *Youtube.com*
    - [https://www.youtube.com/watch?v=FMylY\\_F5ICA](https://www.youtube.com/watch?v=FMylY_F5ICA)
  - "Protesters trapped on Manhattan Bridge by police in New York City," *The Telegraph*. Jun. 3, 2020.
    - <https://www.youtube.com/watch?v=S6oWk6JWarE>
  - "Black Lives Matter protester pulled into unmarked van by New York police," *The Independent*. Jul. 29, 2020.
    - <https://www.youtube.com/watch?v=WbIQ7ULyloY>

### Week Twelve

Topic: State Responses, Continued

Tuesday, April 20, 2021:

- Davenport, Christian et. al. "Protesting While Black? The Differential Policing of American Activism, 1960 to 1990." *American Sociological Review* (2011: Vol. 76, No. 1) 152-178
  - "D.C. Protests 2021 vs. BLM 2020: How Law Enforcement Responded," *Bloomberg Quicktake: Now*, Jan. 7, 2021.
    - <https://www.youtube.com/watch?v=oY2OAdXu7IM>.
  - "How police responded to Trump mob vs Black Lives Matter protests," *The Telegraph*. Jan 7, 2021.
    - <https://www.youtube.com/watch?v=oDF1H7OsJNY>

Friday, April 23, 2021:

- Michael Loadenthal (2020) "Now That Was A Riot!: Social Control in Felonious Times," *Global Society*, 34:1, 128-144, DOI: 10.1080/13600826.2019.1670142

Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- "Trump Vows Arrest for Protesters Who Try to Topple Statues," *Bloomberg Quicktakes: Now*. Jun. 23, 2020.
  - <https://www.youtube.com/watch?v=DP64w7J8nLw>
- "President Trump says vandals could face 'up to 10 years in jail'," *Sky News*. Jun 23, 2020.
  - <https://www.youtube.com/watch?v=qn-yhN8uSfY>

**Week Thirteen: Final Paper Topics Out**

Topic: The Impact of Protest on Public Opinion and Electoral Politics

Reading:

Tuesday, April 27, 2021:

- Wasow, Omar. "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting." *American Political Science Review* 114, no. 3 (2020): 638–59. doi:10.1017/S000305542000009X.
  - "Omar Wasow on Violent vs. Non-Violent Protests, Plus a Manly Shark Encounter," *Useful Idiots*, *Rolling Stone*. Jun. 26, 2020.
    - <https://youtu.be/S1UDLvKf4Sk?t=2569>

Friday, April 30, 2021:

- Simpson, Brent. Robb Willer, and Matthew Feinberg. "Does Violent Protest Backfire? Testing a Theory of Public Reactions to Activist Violence," *Socius*. 2018. Vol. 4 (1 - 14).
  - "Obama: Violence in Baltimore is 'counterproductive...'" *CNN*. Apr. 28, 2015.
    - <https://www.youtube.com/watch?v=e9gAphX19Hg>

**Week Fourteen:**

Topic: The Impact of Protest on Public Opinion and Electoral Politics, Cont.

Reading:

Tuesday, May 4, 2021:

- Wouters, Ruud. "The Persuasive Power of Protest. How Protest wins Public Support." *Social Forces* 98, no. 1 (2019): 403-426.
- "Overall Support for George Floyd Protests Rises 8 Points in Less than a Week." *Morning Consult*. Jun. 6, 2020.
- Cohn, Nate and Kevin Quealy. "How Public Opinion Has Moved on Black Lives Matter," *The New York Times*, June 10, 2020.

Friday, May 7, 2021:

## Political Protest & Ideology: Abolition

Samuel Galloway, Ph.D.

Political Science

Tuesday and Friday: 2.30 – 4.10

Office Hours: 12.30 – 2.00

- Gillion, Daniel Q., and Sarah A. Soule. 2018. "The Impact of Protest on Elections in the United States." *Social Science Quarterly*, no. 5: 1649.
- Gillion, Daniel. "Protest Works," *The Atlantic*. September, 2020.
  - o "Rep. Tlaib on Being Blamed for Turnout: The Labels Have to Stop," *The Choice*, *Peacock*. Nov. 5, 2020.
    - [https://www.youtube.com/watch?v=bWxX\\_zEa6RY](https://www.youtube.com/watch?v=bWxX_zEa6RY)
  - o "Angela Davis on Abolition, Calls to Defund Police, Toppled Racist Statues & Voting in 2020 Election," *Democracy Now!* Jul. 3, 2020.
    - [https://www.democracynow.org/2020/7/3/angela\\_davis\\_on\\_abolition\\_calls\\_to](https://www.democracynow.org/2020/7/3/angela_davis_on_abolition_calls_to)
  - o "Jumaane Williams Breaks Down NYC's Approved Budget & NYPD Budget Cuts," *Hot 97*.
    - <https://www.youtube.com/watch?v=kjw07s7v4Hs>
  - o Eliot Engel: "If I didn't have a primary, I wouldn't care," Jamaal Bowman.
    - <https://www.youtube.com/watch?v=2t3Z7aUseyo>

### Week Fifteen:

Topic: The Impact of Protest Beyond Electoral Politics

Tuesday, May 11, 2021:

- el Hour, Walid. "Beyond failure and success: Revolutions and the politics of endurance." *Radical Philosophy*. Jun 2018, Issue 202, p72-78.
  - o "Radical Self Care: Angela Davis," *Afropunk*. Dec. 17, 2018.
    - <https://www.youtube.com/watch?v=Q1cHoL4vaBs&t=6s>
  - o "Shit's Totally FUCKED! What Can We Do?: A Mutual Aid Explainer," Dean Spade, YouTube.com.
    - <https://www.youtube.com/watch?v=PopmGAvsggg>
  - o "Solidarity Not Charity: Mutual Aid & How to Organize in the Age of Coronavirus," *Democracy Now!* Mar. 20, 2020.
    - <https://www.youtube.com/watch?v=8Y0FsCtqibc>

Friday, May 14, 2021: *Optional Class*

- Goldman, Emma. *Anarchism and Other Essays*, selections
- Samudzi, Zoé. "On A Black Feminist Anarchism," (OC Anarchist Bookfair 2017). FoxAlive.
  - o <https://www.youtube.com/watch?v=F09BowIVEQo>

### Week Sixteen:

Monday, May 17, 2021: **Final Paper Due**